

**Experiential Dynamic Psychotherapy: The Theory and Technique of Emotion-Focused, Experience-Near Psychodynamic Therapy.**

**Title of course:** Experiential Dynamic Therapy: The Theory and Technique of Emotion-Focused, Experience-Near Psychodynamic Psychotherapy.

**Lecturers:** Lindsay Chipman, MA, psychotherapist (with Dr. Mark C. Vail)

**Date(s):** Winter 2018 Semester. The course will be given on a weekly basis on Tuesdays from 9:00AM to 12:30PM. The first course will be held on Tuesday February 13, 2018. The last course will be held on May 22, 2018. Note that there will be no class on March 6, 2018.

**Number of hours of class time:** 45.5 hours

**Prerequisites:** In order to register for and complete this course, participants need to be a licensed professional, or need to have completed a bachelor's degree in human relations (e.g., psychology, counseling, nursing, occupational therapy, social work/MFT, guidance counseling, psychoeducation).

**Mandatory Texts:**

- See below.

**Contact person:** Ms. Amalia Markakis at [info@medipsy.ca](mailto:info@medipsy.ca)

**GENERAL DESCRIPTION**

The course will provide an introduction into the emerging field of Experiential Dynamic Therapy (EDT –see the IEDTA website at [www.iedta.net](http://www.iedta.net) for more information). Rooted in a psychodynamic understanding of the human mind, EDT is clinically different from traditional psychodynamic psychotherapy in that it employs an integrative model that synthesizes multiple theoretical perspectives (clinicians drawn to emotion-focused, mindfulness-based, somatic, and attachment-oriented treatment modalities will be particularly enriched by the theory of technique and interventions covered in this course). This translates into a more focused and clinician-friendly theory of technique – a theory of technique that has demonstrated its effectiveness in over sixty research studies. In this method the therapist is considerably more active in mobilizing the client's participation in identifying and experiencing feelings in the here-and-now, in identifying and abandoning outdated defensive patterns during the session, and in recognizing and regulating anxiety on a moment-by-moment basis as it arises in the consulting room. The result is a powerful and efficient collaboration between therapist and client in which defensive avoidance of anxiety-laden emotions, which is viewed as the major cause of psychopathology, gives way to the visceral experience of chronically avoided feelings and a concomitant reduction in suffering across multiple areas of functioning. The course will provide a practical understanding of EDT's theory of technique and how it can be integrated into various treatment modalities to enhance the therapeutic process and improve outcomes.

**GENERAL LEARNING OBJECTIVES**

- **Establish an effective treatment focus and mobilize the client's will.** This includes creating an internal focus to reduce, rather than reinforce, a client's defenses. Similarly, it includes creating

a clear and mutually agreed upon therapeutic goal – the absence of which contributes to high dropout rates, unfocused sessions, and treatment failures. Lastly, once therapist and client alike have a clear, mutual therapeutic task, securing the client's will is essential to avoid therapeutic misalliances and compliance.

- **Establish a clear understanding of anxiety.** This includes the nature and function of anxiety, the physiological pathways of anxiety, the use of anxiety as a diagnostic tool, and clinical interventions for regulating anxiety in session.
- **Establish a clear understanding of defenses.** This includes the function of psychological defenses (intrapsychic and interpersonal), the use of defenses as a diagnostic tool, the major categories of defenses, and clinical interventions to restructure defenses.
- **Establish a clear understanding of emotions.** This includes understanding the nature and function of affects, how each emotion manifests physiologically, what constitutes the full experience of a feeling, and clinical interventions to enable clients to develop an internal awareness of emotional states in the service of affect regulation and expression.
- **Learn how to psychodiagnosis.** The use of descriptive measures alone (like the DSM-V) has shown to be inconsistent in establishing an effective diagnosis. The alternative is to also use a real-time method for assessing the client's difficulties and capacities. To do this EDT uses a unique form of assessment based on the moment to moment tracking of client responses to therapist interventions. You will learn how to identify each patient response as feeling, anxiety, or defense. Based on that assessment you will learn how to develop an intervention that will help the client's psychological need in that moment.

### ORGANIZATION OF CLASS TIME

Videos and transcripts of actual sessions will be frequently shown and discussed, participants will have an opportunity to engage in various role-play activities to develop in-class mastery, and individuals will be supported in applying what they have learned in clinical settings. Relevant and clinically rich readings will be provided for each topic covered in class. The course will alternate between lectures, open class discussions, video and transcript presentations of clinical material, and experiential learning activities (role-plays, participant teaching, case presentations).

- An overview of the core concepts of psychodynamic theory, the emergence and uniqueness of experiential dynamic therapy, and the integration of theory into technique.
- Detailing the therapeutic interventions that comprise experiential dynamic therapy (EDT). This will include:
  - (a) Getting clarity on the therapeutic task
  - (b) Mobilizing the will to face the therapeutic task collaboratively
  - (c) Assessing and regulating anxiety
  - (d) Identifying the nature, function, and price of defenses and resistances
  - (e) Identifying and experiencing core emotions
  - (f) Consolidating experiential learning with mindfulness and mentalization
  - (g) Learning to track a session moment-by-moment to inform interventions

- Working with role plays to help participants develop mastery and confidence in integrating EDT interventions into their existing clinical approaches.
- Reviewing actual case material (both videos and transcripts) to assist in learning to track client responses on a moment-to-moment basis in order to know where and how to help.
- Research outcomes will be integrated in terms of how they inform clinical interventions.

## EVALUATION

**NOTE – Individuals who are completing this course for CE credit do NOT need to complete an evaluation.**

However, an evaluation is required by the OPQ for individuals wishing to count this course toward the requirements for the psychotherapy license as per Bill 21. During and at the end of the coursework and training, participants wishing to count the training toward the requirements of Bill 21 will be required to complete the following assignment and examination. Please note that these assignments may be modified depending on the participants' background.

1. ***Clinical presentation (40% of grade)***: the student will present a clinical case that demonstrates mastery of the theory of technique taught during the course. This presentation will be 20 minutes in length and integrate the theory covered in class into detailed clinical work with a client. An accompanying paper building upon the case presentation will also be required (the paper counts for 70% of this grade; the presentation counts for 30%). Evaluations will also be based on class participation and participation in role-plays. The main goal of this course is to assist participants in helping clients as effectively and efficiently as possible, and to support participants in achieving this goal in a collaborative and supportive environment. To that end, the instructors will be available at any point during the semester to clarify interventions and the theory that informs them. Assistance for successfully preparing and completing the presentation and paper will also be offered. This is an individual assignment counting for 40% of the final grade. It will be held in the latter half of the course.
2. ***Final examination (55% of grade)***: the student will be required to complete a written examination following completion of the course. This examination is to be done individually.
3. ***Evaluations will also be based on class participation and participation in role-plays (5% of grade)***.

## GENERAL NOTES

Participants who are taking the course to meet the requirements of Bill 21 may expect to invest 2 hours of personal work for each hour spent in class. This time will include readings, studying, preparing class presentations, and preparation for the presentation and term paper as well as for the examination.

## PROPOSED SCHEDULE

### **Week One: Overview of Key Clinical Psychodynamic Concepts – Affect, Anxiety & Defense**

Chapter One in Coughlin Della Selva, P. *Intensive Short- Term Dynamic Psychotherapy: Theory and Technique*. New York, NY: Wiley; 1996. (26 pp.)

Chapter One in Frederickson J. Co-creating Change: *Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013 (22 pp.)

### **Week Two: Establishing an Effective Focus – Interventions for Resolving Defenses**

Chapter Two in Coughlin Della Selva, P. *Intensive Short- Term Dynamic Psychotherapy: Theory and Technique*. New York, NY: Wiley; 1996. (28 pp.)

Abbass, A. (2015). *Chapter 2: Unconscious anxiety and defenses pp. 11-31* in *Reaching Through the Resistance: Advanced Psychotherapy Techniques*. Kansas, USA. Seven Leaves Press. (20 pp.)

### **Week Three: Establishing an Effective Focus – Interventions for Resolving Resistances**

Chapters Five and Six in Frederickson J. Co-creating Change: *Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013. (19 pp. + 52 pp.)

### **Week Four: Consensus on the Therapeutic Task & Mobilization of Will**

Chapter Three in McCullough Vaillant, L. (1997). *Changing Character*, 78-112, New York: Basic Books. 1997. (34 pp.)

### **Week Five: Psychodiagnosis Part I – Differentiating Anxiety, Feeling, Defense**

Malan D. (1986). Beyond interpretation: initial evaluation and technique in short-term dynamic psychotherapy. Part I. *International Journal of Short-Term Psychotherapy*, 1: 59-82. (23 pp.)

Malan D. (1986). Beyond interpretation: initial evaluation and technique in short-term dynamic psychotherapy. Part II. *International Journal of Short-Term Psychotherapy*, 1: 83-106. (23 pp.)

### **Week Six: Psychodiagnosis Part II – Using Anxiety to Psychodiagnosis & Anxiety Regulation**

Chapter Two in Frederickson J. Co-creating Change: *Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013. (55 pp.)

### **Week Seven: Psychodiagnosis: Part III – Using Defenses to Psychodiagnosis & Defense Restructuring**

Chapters Three & Four in Coughlin Della Selva, P. *Intensive Short- Term Dynamic Psychotherapy: Theory and Technique*. New York, NY: Wiley; 1996. (25 + 24 pp.)

### **Week Eight: Psychodiagnosis: Part IV – Differentiating Core Affect from Defensive Affect I**

Chapters Seven & Eight in Fosha, D. *The Transforming Power of Affect*. New York: Basic Books. 2000 (only read 137-186) (49 pp.)

Chapters Ten in Frederickson J. Co-creating Change: *Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013. (read 329-351) (22 pp.)

### **Week Nine: Clinical Interventions I - Increasing Access to Feelings in Low Resistant Clients**

Chapters Three and Four in Frederickson J. Co-creating Change: *Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013. (17 + 27 pp.)

Carveth, D. (2013). Self-punishment as guilt evasion: Theoretical issues. *Canadian Journal of Psychoanalysis*, 14(2), p. 176-198. (22 pp.)

Fosha, D. (1988). Restructuring in the treatment of depressive disorders with Davanloo's intensive short-term dynamic psychotherapy. *International Journal of Short-Term Psychotherapy*, 3, p. 189-212. (23 pp.)

**Week Ten: Clinical Interventions II – Increasing Access to Feelings in High Resistant Clients**

Chapters Twelve and Thirteen in Frederickson J. Co-creating Change: *Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013. (13 + 31 pp.)

**Week Eleven: Clinical Intervention III – Mastering Clinical Interventions for Depression**

Fosha, D. (1988). "Restructuring in the Treatment of Depressive Disorders with Davanloo's ISTDP." *International Journal of Short-Term Psychotherapy*, Vol. 3, 189-212. John Wiley & Sons, Inc. (23 pp.)

Trunnell, T.L. (1987). "The Management of the Mechanisms of Depression in ISTDP." *International Journal of Short-Term Psychotherapy*, Vol. 2, 1-15. John Wiley & Sons, Inc. (15 pp.)

**Week Twelve: Helping Clients Consolidate – Mindfulness & Mentalization**

Chapter Seven in Coughlin Della Selva, P. *Intensive Short-Term Dynamic Psychotherapy: Theory and Technique*. New York, NY: Wiley; 1996. (32 pp.)

**Week Thirteen: Participant Presentations & Discussions**

Kalpin, A. (2008). Implementing mindfulness in experiential dynamic therapy with a depressed patient. *Ad Hoc Bulletin of Short-Term Dynamic Psychotherapy - Practice and Theory*, 12(1), p. 22-38. (16 pp.)

**Week Fourteen: Participant Presentations, Discussions & Class Consolidation**